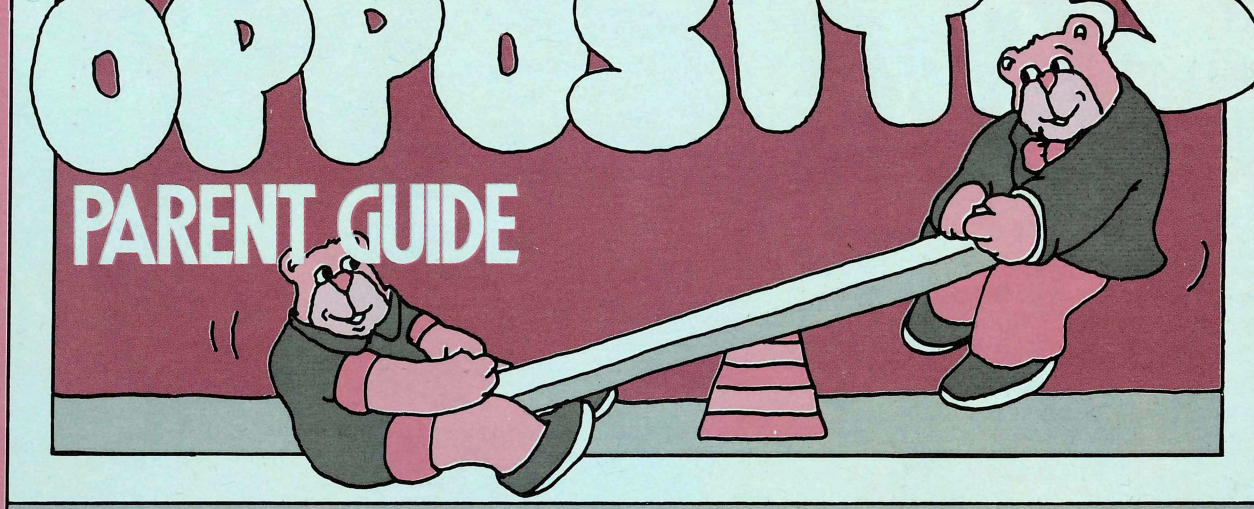
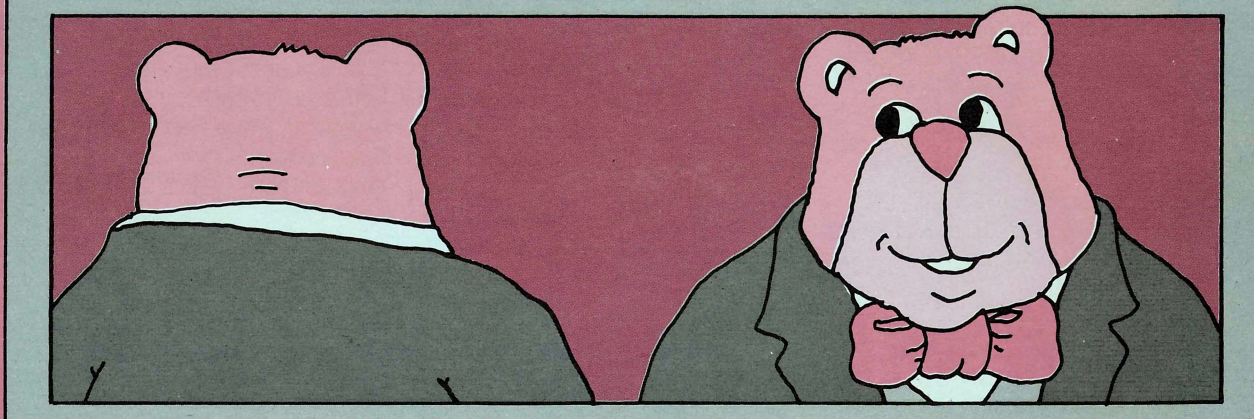
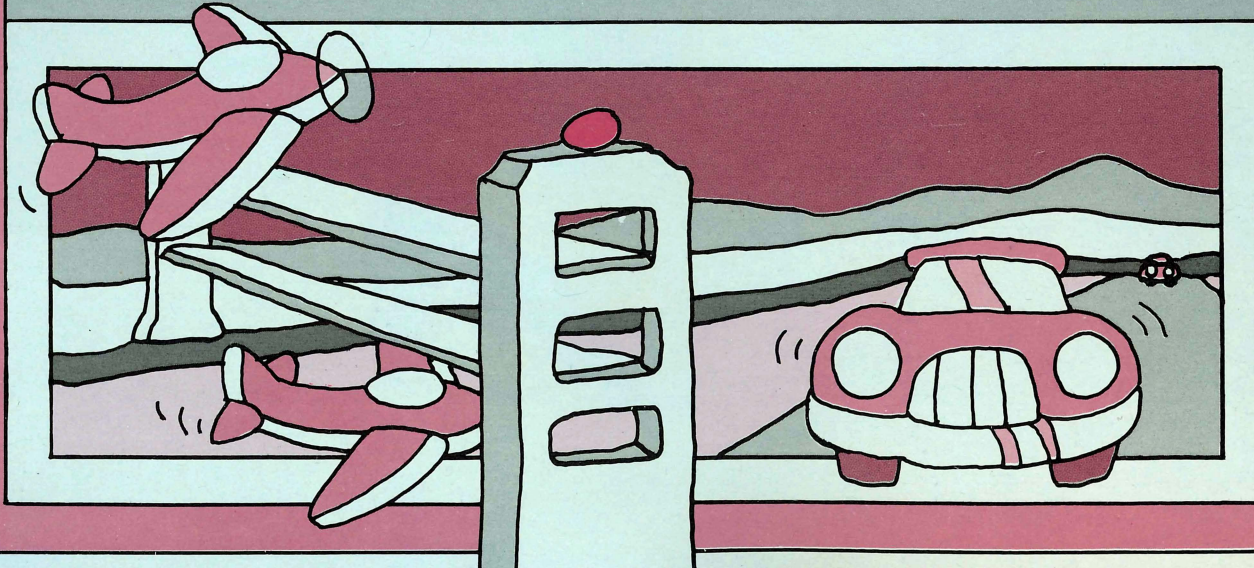
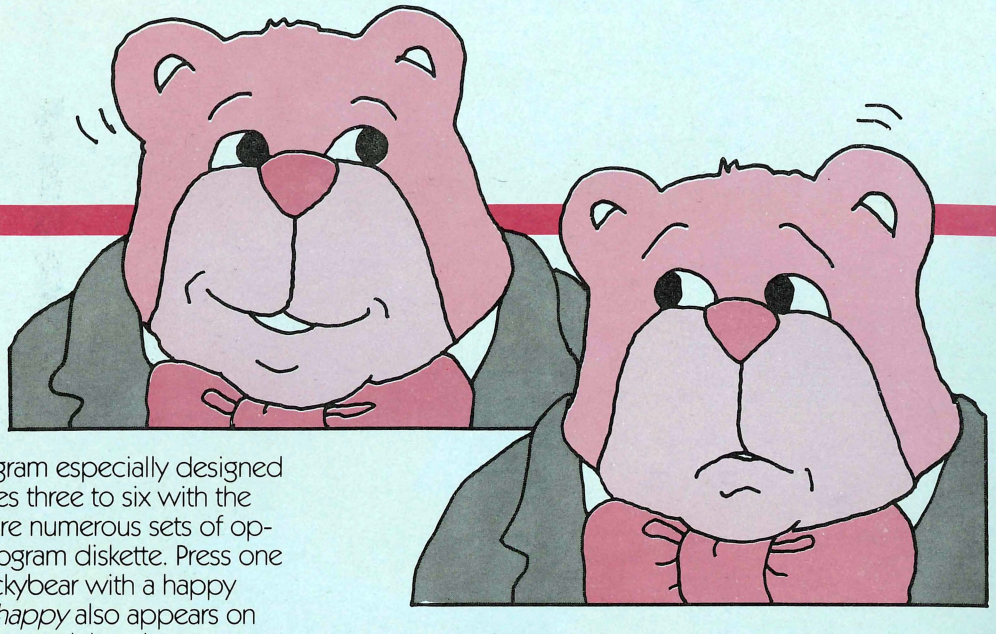
# STICKYBEAR OPPOSITES™

## PARENT GUIDE









# WHAT IS STICKYBEAR OPPOSITES?

Stickybear Opposites is a program especially designed to familiarize children from ages three to six with the concept of opposites. There are numerous sets of opposites represented on the program diskette. Press one arrow key and a picture of Stickybear with a happy face might appear. The word *happy* also appears on the screen. Press the other arrow and the picture changes to a sad face accompanied by the word *sad.* Press the space bar to produce a new set of opposites. This program will also accommodate the paddle mode as well as the keyboard mode.

A colorful Stickybear Opposites poster is included. It is designed to reinforce the concept of opposites. Some of the pictures that appear in the program displays are used on the Stickybear Opposites poster.

Also included is the special hardback book *Yes and No.* This delightful book contains many additional sets of opposites. It can be used with children to further enhance their awareness of opposites.

# LEARNING WITH STICKYBEAR OPPOSITES

## Computer Awareness

Today's children will grow up in a computer society. By using programs designed especially for them, young children become familiar with the computer and its keyboard. "Computerphobia" will never exist for children given hands-on experience at an early age. With Stickybear Opposites, children do not just watch adults use that fascinating machine, they use it themselves!

## Exploration and Discovery

Young children are natural scientists. They love to observe, experiment, and explore. Stickybear Opposites is designed to stimulate these young explorers. They can use the program by themselves. They can explore the keyboard and discover that pressing the space bar (or the button on the paddle) produces a picture display. Further exploration will reveal both parts of each set of opposites. Later, they will discover the relationship between the words and the pictures displayed.

## Concept of Opposites

Stickybear Opposites is designed to reinforce the concept of opposites. The poster and *Yes and No* can be used to facilitate and expand this learning. As children gain experience in the program, they begin to recognize and name the opposites. Older children begin to recognize the words on sight. Some sets of opposite words have multiple displays on the program diskette. The concept of *high* and *low* is presented both as a seesaw and as a bouncing ball. This encourages children to apply the concept of *high* versus *low* to many situations and not to just identify it with one picture display.

## Fun

Stickybear Opposites' hi-resolution graphics, animated objects, and sounds combine to provide endless fascination. Even older children (and adults) who have already learned the concept of opposites will enjoy experimenting with Stickybear Opposites.

# HOW TO USE STICKYBEAR OPPOSITES

## Adult Instructions

Stickybear Opposites will work on any Apple® Personal Computer or Apple II+ with 48K and a disk drive with DOS 3.3 (16 sector) or Apple IIe or Apple III. Put the program diskette into the drive and turn on your Apple. If you have Autostart, you will see the title panel displayed. If your Apple does not have Autostart, you

will see the monitor cursor. Type *6*; then *type P* while holding down the key marked *CTRL* (6 CTRL P); then press the *return* key.

You now have the choice of the paddle mode or the keyboard mode. Press *P* for paddle or *K* for keyboard. If the paddle is used, turning the wheel one direction will cause one of a set of opposites to appear. Turn the wheel the other direction and the companion opposite will appear. Press the button to start a new set of opposites. If the keyboard is used, left arrow and right arrow (or number 1 and number 2 or letter o and letter p) will produce the companion opposites. Press the space bar to start a new set of opposites.

## Instructions for Children

Follow the above directions to load the diskette and to choose the paddle or keyboard mode. If using the paddle, simply invite children to move the wheel or press the button. If using the keyboard, invite them to press an arrow key or the space bar. Later, you can introduce the number keys 1 and 2 and the letter keys o and p. Children might discover these other keys themselves while experimenting with the program. After some experience with the program, children may prefer to choose the keyboard or paddle mode themselves.

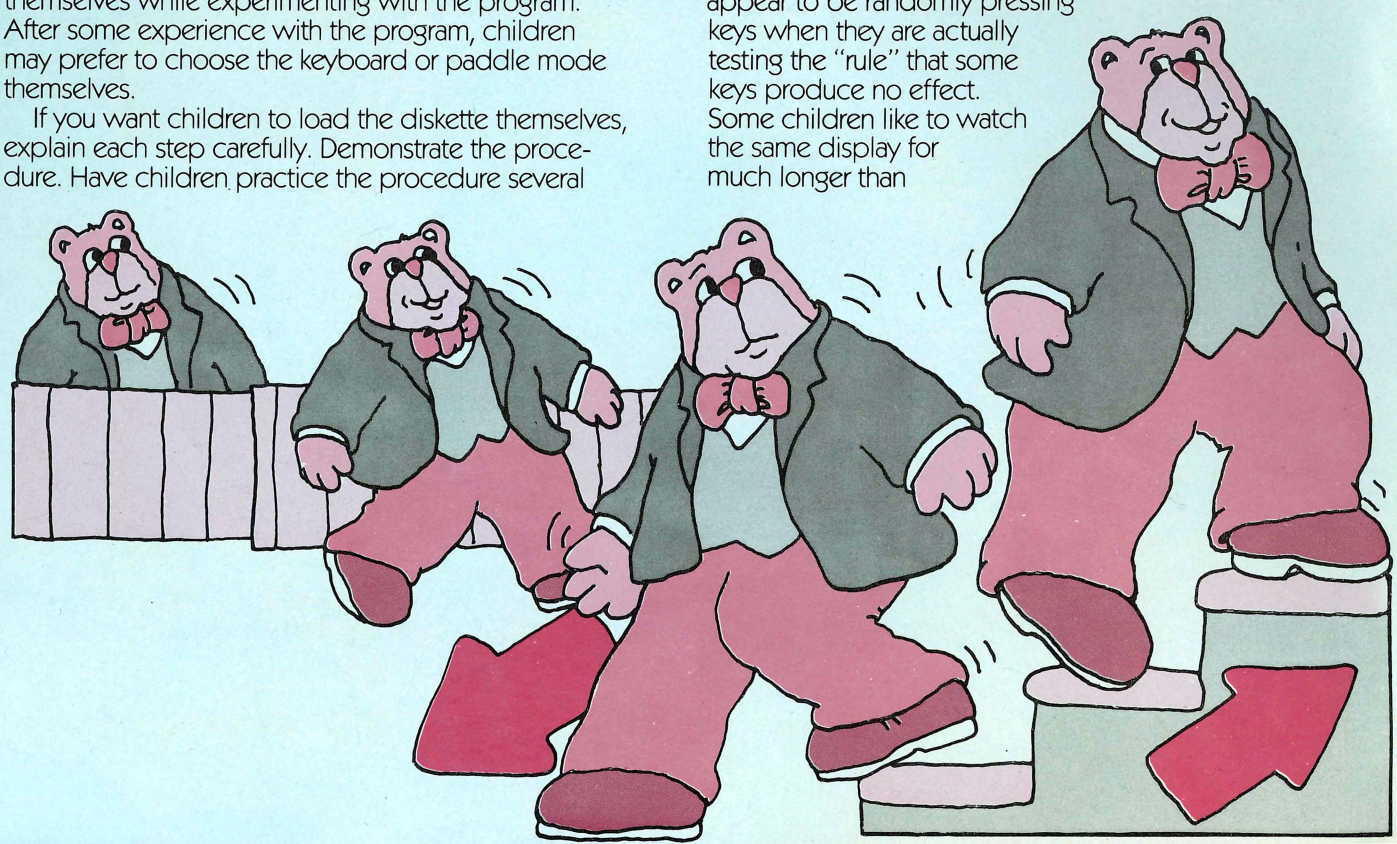
If you want children to load the diskette themselves, explain each step carefully. Demonstrate the procedure. Have children practice the procedure several times under your supervision. Be sure to demonstrate how to hold the diskette. Stress the importance of being careful. The diskette should be held only by the end with the picture. It should not be bent or folded. Remember to include putting the diskette safely away after use as part of your demonstration procedure.

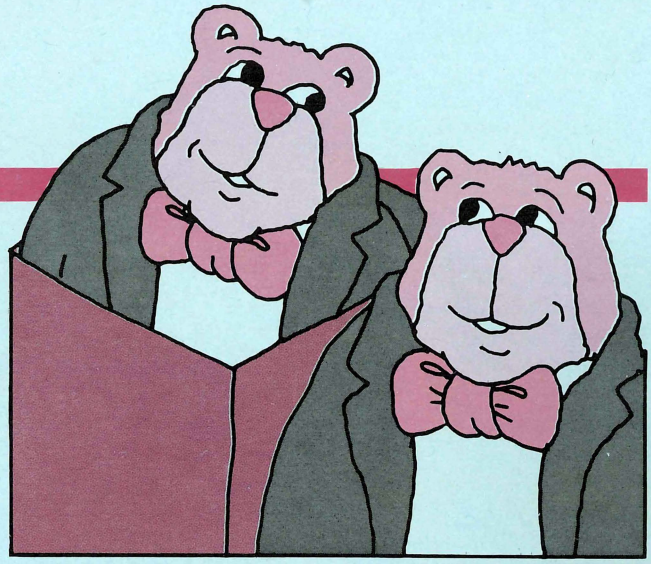
## Learning the Program

Children learn best by experimenting themselves. Try to resist that almost overpowering impulse to intervene in the discovery process. You can have your turn later! Allow children to discover (without coaching) that pressing the space bar (or button) produces a new display. Eventually they will find the matching sets of opposites.

Most children will require little or no guidance. However, if a little assistance is required, try phrasing your suggestion in question form. If children hesitate, ask, "What do you think will happen if you press this arrow key?" By making suggestions in question form, you allow children to stay in control.

Children often experiment with the program in ways difficult for adults to understand. Some children may appear to be randomly pressing keys when they are actually testing the "rule" that some keys produce no effect. Some children like to watch the same display for much longer than





adults would. Others press the keys too quickly for the computer to register. Try not to impose "adult" order on children's experimentation. It might interrupt the learning process.

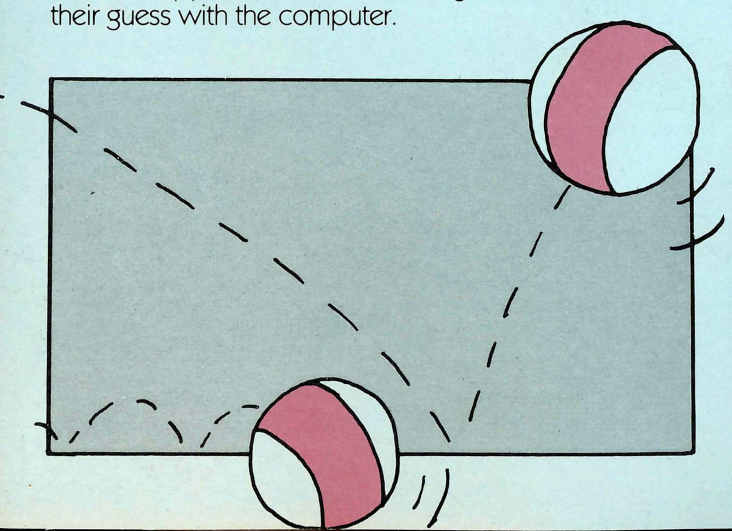
## Using Yes and No

*Yes and No* is designed to reinforce the concept of opposites. Encourage children to talk about each page. "What do you see? What is different?" Note that children often focus on a "difference" other than the ones obvious to adults. On the page presenting *pull* and *push,* children may focus on the rope. "This picture has a rope. This one does not." The children are right. "Yes! Here they are using a rope to *pull* the elephant. But here they have no rope, so they must *push* the elephant." Read the text. Ask children to point to the appropriate page, character, or object. Don't try to do too much. *Yes and No* is full of opposites to identify. It is meant to be used over and over again. Older children may begin to sound out the words.

## Additional Activities

After children have fully explored Stickybear Opposites several times, you may want to try a few more structured activities.

**Name the Opposite.** Ask children to identify the picture displays by name. Adults easily read the words and can give the "correct" response. But children may choose the wrong set of words. *Many* in the sequence showing *many* versus *few* balls could be "lots of." The children are not wrong. "That is right! Another word for *lots of* is *many.*" Point to the word *many.* After children have correctly identified the display, ask them to guess what the opposite will be. Encourage them to check their guess with the computer.



**Match the Opposites.** When a display appears on the computer that is also on the poster, ask children to find it on the poster. Press a key and the other half of the poster picture will appear!

**Follow the Bouncing Ball.** This activity is just for fun. Find the display of a ball bouncing in front of and behind. By pressing the keys rapidly, you can make the ball alternate on each bounce! You can use the same principle to make the *high* versus *low* display of a bouncing ball do crazy things.

**Opposites Are Everywhere.** After children have become familiar with the concept of opposites, look for examples in their environment. "Your glass of milk was full, now it is empty!" Encourage children to identify opposites learned in the program as well as new ones.

Some children will immediately enjoy these activities. Others will prefer to continue exploring Stickybear Opposites on their own. Be patient. Introduce the activities in small doses. For younger children, naming four or five picture displays at a time may be sufficient. Remember, this program was designed for children from ages three through six. The younger children have shorter attention spans and different interest levels than the older children.

Stickybear Opposites is a combination of computer program, book, and poster especially designed for young children. It gives children an introduction to computers, encourages their sense of exploration and discovery, introduces the concept of opposites, and is a lot of fun!

Stickybear Opposites by Richard Hefter, Janie and Steve Worthington.
Additional graphics by Robert Highsmith.
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